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The AMERICAN MISSIONARY

FEBRUARY, 1912



SECRETARIAL DEPUTATION NEGLECTED FIELDS SURVEY

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Honorary Secretary and Editor, A. F. Beard, D.D.; Corresponding Secretaries, Charles J. Ryder, D.D.; H. Paul Douglass, D.D.; Treasurer, Henry W. Hubbard; Secretary of Woman's Work, Miss D. E. Emerson; District Secretaries, Rev. George H. Guterson, Congregational House, Boston, Mass.; Lucius O. Baird, D.D., 19 So. La Salle St., Chicago, Ill.; Rev. George W. Hinman, 21 Brenham Pl., San Francisco, Cal.; Field Representative, Mrs. Ida Vose Woodbury, Congregational House, Boston, Mass.

ABRAHAM LINCOLN

We here highly resolve
 That these dead shall not die in vain,
 That this nation under God,
 Shall have a new birth of freedom,
 And that the government
 Of the people,
 By the people,
 For the people,
 Shall not perish from the earth.

—President Lincoln at Gettysburg

THE TWELFTH DAY OF FEBRUARY will be the birthday of ABRAHAM LINCOLN. We ask churches to remember the LINCOLN OFFERING on the 11th of this month. We hope that many a discourse on that day will recall, especially for our youth, the inspirational life of this great man. Well did President Taft, in a recent address, call him "one of two great Americans."

"With his love of truth, the supreme trait of his intellect, accompanied by a conscience that insisted on the right as he knew it, with a great heart full of tenderness, we have the combination that made Lincoln one of the two greatest Americans." Col. Watterson, on the same occasion said:

"Reviled even as the Man of Galilee, slain even as the Man of Galilee, yet as gentle and unoffending, a man who died for men! Roll the stone from the grave and what shall we see? Just an American. The Declaration of Independence his Confession of Faith. The Constitution of the United States his Ark and Covenant of Liberty. The Union his redoubt, the flag his shibboleth. Called like one of old, within a handful of years he rose at a supreme moment to supreme command, fulfilled the law of his being, and passed from the scene an exhalation of the dawn of freedom. We may still hear his cheery voice bidding us be of good heart, sure that 'right makes might,' entreating us to pursue 'with firmness in the right as God gives us to see the right.'

"The problems he met and solved are problems no longer. Other, it may be greater, problems rise before us. Shall there arise another Lincoln?"

"Firm with the powerful, gentle with the weak,
 His was the sweetness of the strong! His voice
 Took tenderness in speech with little folk,
 And he was pitiful of man and brute.
 So, for the struggle with high things of state,
 He strengthened his own heart with kindly deeds—
 His own heart strengthened for stern acts of power
 That, fashioned in the secret place of thought,
 And in the lonely and the silent shrine
 Of conscience, came momentus on the world:
 Built stronger the foundations of the State;
 Upheld the word of honor, no whit less
 'Twixt nation and nation then 'twixt man and man;
 Held righteousness the one law of the world,
 And higher set the hopes of all mankind."

"Crowned with the prairie flowers of the West and with all their freshness, this grotesque backwoodsman, with no patent but his own nature, with no diploma but his own record, walked into the surprised province of the world's pantheon of great men with credentials that could not be challenged or disallowed."

A NOTABLE MONTH

By C. J. Ryder

FEBRUARY, 1912, is to be a notable month in the history of our Sunday-schools. By an adjustment of our joint missionary work of the Societies, it is to be devoted to the study of the AMERICAN MISSIONARY ASSOCIATION. Two national anniversaries come within this month, the birthday of Abraham Lincoln, February 12th, and the birthday of George Washington, February 22d. It is especially appropriate that our great missionary organization, the American Missionary Association, the work of which so intimately relates to the questions of patriotism as well as those of Christian progress, should receive the study and attention of our Sunday-school teachers, officers and pupils, during the Sabbaths of this month.

On February 11th Lincoln Memorial Sunday is to be observed. This has been a special day in the calendar of our Sunday-schools for some years. In 1911 it was estimated that 120,000 of our loyal Sunday-school members kept the day. This year, 1912, a new and fresh exercise has been prepared

by Mrs. W. J. Long, which will add greatly to the interest of this anniversary day. The entire exercise will occupy only a few minutes and may be used in any Sunday-school at the opening or closing of the service. It should be a great day in the study and cultivation of Christian Patriotism.

"A Scheme for Study and Help," presenting a topic for consideration on each Sabbath, has also been prepared by the Association. This Scheme presents for Sunday, February 4th, the life and development among the Negroes; for Sunday, February 11th, the life and work among the mountain people or American Highlanders. These represented the "common people" of Abraham Lincoln of whom he never tired of talking with peculiar sympathy and satisfaction. For this Sunday the Lincoln Memorial Exercise is especially appropriate, although it may be used any Sunday of the month. Sunday, February 18th, the Red people of the prairies and the Yellow people of the Pacific Slope furnish a most interesting topic of study. These

Indian tribes among whom the A. M. A. has work, number twenty-two out-stations and churches, and three schools. The Eskimos, the Chinese, Japanese and Hindus of the far north and west add picturesque and important elements in the study of these peoples.

Sunday, February 25th, the picturesque people and unique work in the Island Territories present a most attractive chapter of national development and of Christian responsibility to our Sunday-schools never till recently coming within the scope of our duty and opportunity.

The study for these four Sundays is peculiarly attractive and must prove valuable to all the members of our Sunday-schools interested in these great national and Christian problems in the work of the century which lie in the field of the American Missionary Association.

How may this interesting material be secured is a natural question. By writing to any one of the offices of the American Missionary Association, the material will be sent on request. In connection with the "Scheme for Study and Help," a list of leaflets is

published from which superintendents may select such as they would like to use during the month. Samples have been sent to all superintendents.

Lincoln banks or envelopes will also be furnished in such quantities as schools may need. The collection gathered may be devoted to any general department of the A. M. A. field as the Negroes, Highlanders or others, and when thus contributed to the work of the Association may be accredited on the apportionment of the church. The arrangement of our churches in adopting this plan contemplates that the collections for the four Sabbaths from the Sunday-schools will go to the work of the American Missionary Association.

We suggest to superintendents that they order the material as early as possible. Let us throughout the nation keep this interesting, patriotic and Christian anniversary and help forward the great work to be accomplished in the field of the American Missionary Association in behalf of the many millions of young people and children included within this field by a large and generous collection.

CONCERT EXERCISE FOR LINCOLN MEMORIAL
SUNDAY
FEBRUARY, 11, 1912

HYMN: "Love divine, all love excelling."
RESPONSIVE READING: Matt. 11:2-17.

Superintendent: Now when John had heard in the prison the works of Christ, he sent two of his disciples, and said unto him, "Art thou he that should come, or do we look for another?"

School: Jesus answered and said unto them, "Go and shew John again those things which ye do hear and see: the blind receive their sight, and the lame walk; the lepers are cleansed, and the deaf hear; the dead are raised up, and the poor have the gospel preached to them."

PRAYER:

Superintendent: To-day we commemorate the birth of Abraham Lincoln, sixteenth President of the United States. We will not dwell upon the poverty of the little cabin in Hardin County, Kentucky, in which he was born, one hundred and three years ago; nor upon the successive struggles

through which he made himself the fit leader of the nation, when the very Union of our United States was threatened. Rather will we turn our thoughts to the unfinished work that Lincoln left for us to do. Let us read together part of the Gettysburg address.

School: "It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth."

Superintendent: When Lincoln signed the Emancipation Proclamation, January

1st, 1863, he made free 4,000,000 Negroes. They were poor, ignorant and untrained. In some states it was against the law for masters or mistresses to teach their slaves to read and write. Needless to say, these slaves knew nothing of their "inalienable rights, to life, liberty and the pursuit of happiness."

School: The American Missionary Association set itself the task of educating these freedmen. They founded schools where, along with their book learning, the Negro boys were taught farming and the trades, and the Negro girls were taught all sorts of housework. To-day the graduates of their schools have found places of trust in all the industries and professions of the country.

Superintendent: Closer to Lincoln than the Negroes, whom he freed, are the American Highlanders, among whom he was born. The Highlanders occupy the mountain regions of Virginia, West Virginia, Kentucky, Tennessee, Alabama, and North Carolina. There are two million of these people. They withdrew to the mountains largely because they hated slavery. During the civil war 170,000 of them fought valiantly in the Union Army. These people have been shut off from schools and

churches for generations, and have become poor and ignorant. They have ability; all they need is opportunity.

School: The American Missionary Association has planted fifty churches and ten schools in the Highlands, and the boys and girls walk miles over the hills in their eagerness for an education. There are no truant officers for these schools. They are not needed.

Superintendent: What the American Missionary Association does for the Negro and the Highlander, it does also for the American Indians, the Eskimos of Alaska, the Porto Ricans, the Japanese and Chinese on our western coast, and the people of Hawaii. Side by side it builds schools, churches and homes, and educates in Christian citizenship the millions of dark-skinned races that live under our flag. It is *our* work that the American Missionary Association is doing. Shall we not give our money, that the great work may grow till all our brothers throughout the Nation, from the Atlantic to Hawaii, and from Alaska to Porto Rico, shall know the truth, and the truth shall make them free?

HYMN: "Fling out the Banner."

OFFERTORY: "We give Thee but thine own."

HYMN: "America."

ONE INFLUENCE OF AN A. M. A. SCHOOL

[Principal T. S. Inborden of the Joseph K. Brick School, at Enfield, North Carolina, has directed the school farm of more than a thousand acres for some fifteen years. The influence of this model farm worked by colored students has spread throughout three counties. Professor Inborden tells this story.]



BIRTHPLACE OF PRINCIPAL INBORDEN AND HOME
OF HIS YOUTH, LOUDON COUNTY, VA.

IN a recent meeting of Negro farmers, investigation was made, and it was found that fifty-six per cent. of those present had their own farms and seventy-five per cent. of them owned their own teams. These farms have a great many things of value which I cannot mention. On a recent visit through Halifax County, I saw great flocks of sheep, geese, turkeys, guineas, chickens and many col-

onies of bees. I saw yards and gardens that would take prizes for cleanliness and neatness, anywhere. The floors, chairs and other house furniture were as clean as soap and water could make them. In many cases, the houses had been painted or whitewashed outside and lathed and plastered inside. In some few instances,

In some few instances, the Negroes are connected with the central telephone exchange; are subscribers to their church papers, and many of them take several agricultural papers. They are reading and learning to think for themselves, and the result of this is put into their life and work.

I am speaking particularly with reference to those who own their own farms and homes. Share croppers and